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ABSTRACT

This is a presentation of six research reports conducted for a year-round school articulation and compatibility study. Presented are the reports of the committees concerned with a year-round school research bibliography library, a student employer survey, a general air-conditioning survey, a review of selected year-round school surveys, a summer school articulation report, and a research report of the 44-17 and other methods of year-round secondary school operation. The student employer survey was carried out in order to sample the conditions under which high school students are employed and the effect that year-round school would have on youth employment and the general business operation. The general air-conditioning survey was to determine the factors existion in the area schools; no attempt was made to estimate the operation costs for increased air-conditioning. The stress of the survey of year-round schools was placed on the most recent studies and surveys accomplished in San Diego County that attempted to measure the attitudes and opinions of various populations toward the year-round concept. (Author/IRT)

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YEAR ROUND SCHOOL

ARTICULATION AND COMPATIBILITY STUDY

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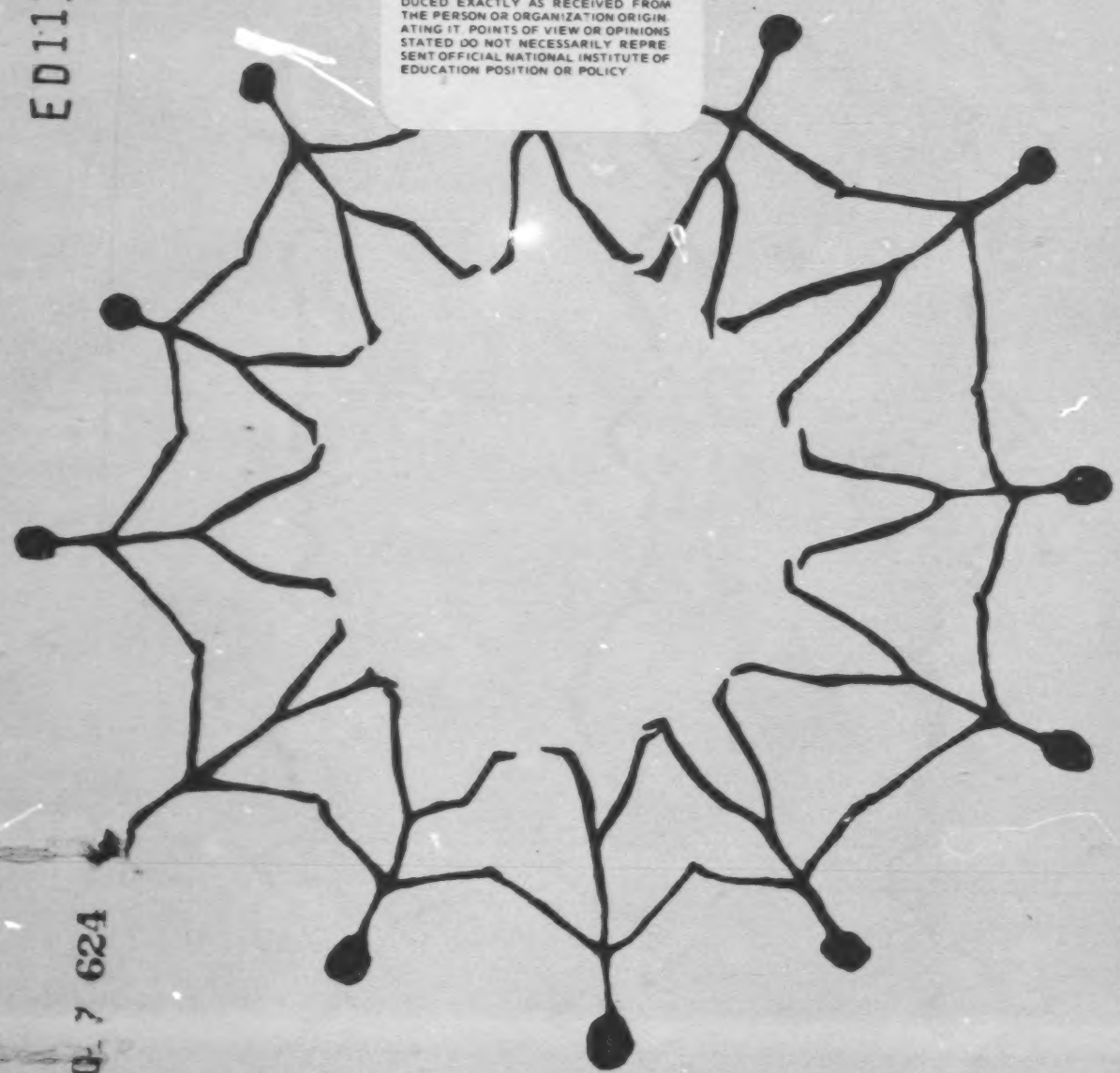


EA 007 624

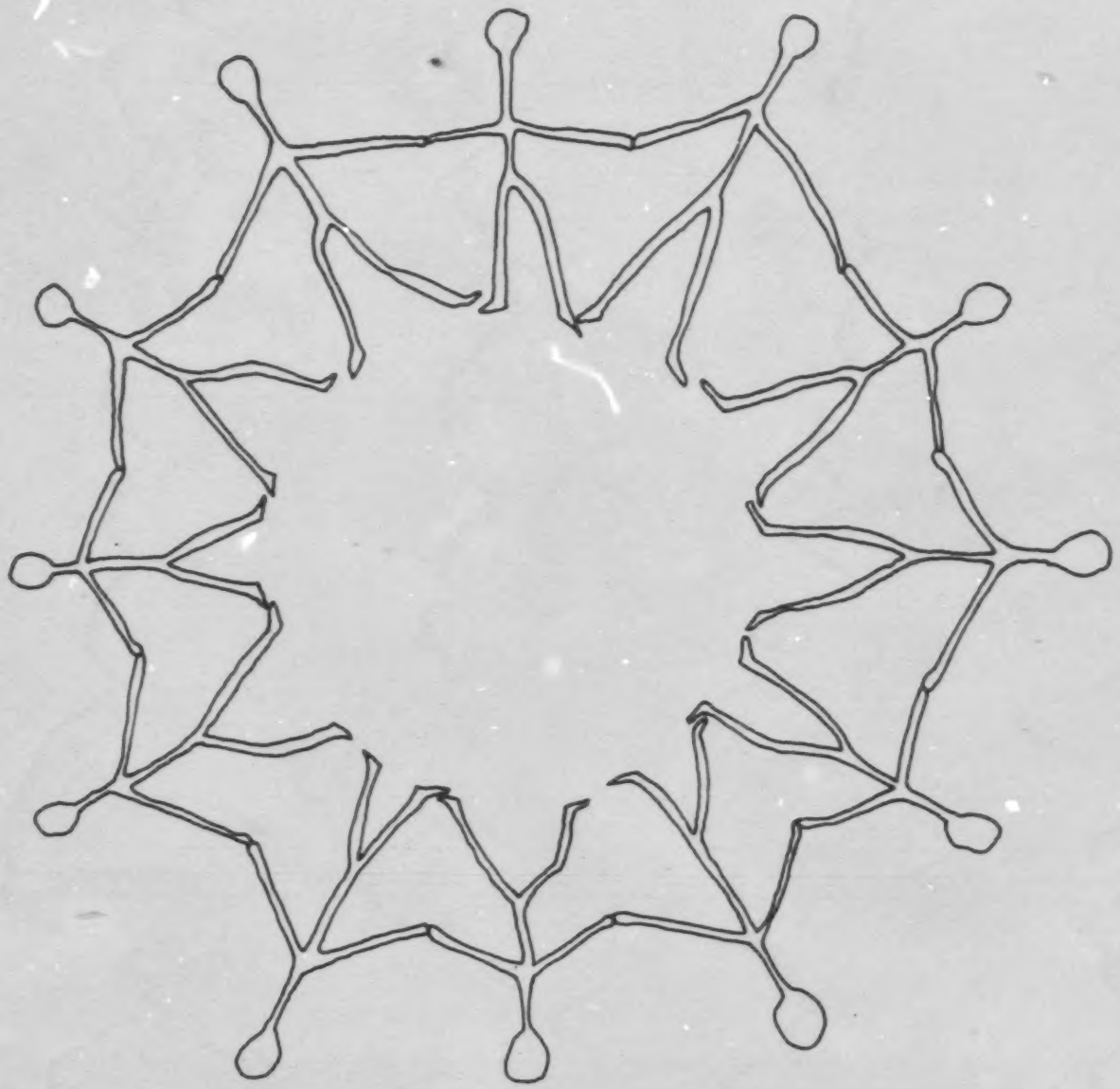
VOL. II "RESEARCH REPORTS CONDUCTED FOR THE PROJECT"

YEAR ROUND SCHOOL

SAN DIEGO COUNTY DEPARTMENT OF EDUCATION INNOVATION FUND PROJECT

PARTICIPATING DISTRICTS

GROSSMONT UNION HIGH SCHOOL DISTRICT
LA MESA—SPRING VALLEY SCHOOL DISTRICT
LAKESIDE UNION SCHOOL DISTRICT



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VOL. II "RESEARCH REPORTS CONDUCTED FOR THE PROJECT"

SAN DIEGO COUNTY DEPARTMENT OF EDUCATION

INNOVATION FUND PROJECT #221

YEAR-ROUND SCHOOL ARTICULATION AND COMPATIBILITY STUDY

VOLUME II: RESEARCH REPORTS CONDUCTED FOR THE PROJECT

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YEAR-ROUND SCHOOL RESEARCH BIBLIOGRAPHY AND LIBRARY

A bibliography of approximately 280 sources of information, filed alphabetically on Xeroxed 4 x 6 note cards, is located in the outer office of Associate Superintendent, Dr. Stanley A. McClintic, of the Grossmont Union High School District. Located beneath this file is a library collection of copies of some 75 year round articles and other materials. It is believed that this bibliography and collection is currently the largest single collection available to the general public in San Diego County. The collection is growing as fast as articles or items can be identified and acquired. Stop by and see if the year-round school materials you need are available. If not, leave a description including bibliographical data, and every effort will be made to add this material. If you should care to add something from your personal collection, an extra or Xerox copy will be greatly appreciated.

This library collection was assembled as part of the authorized activities of the Year-Round School Articulation and Compatibility Committee. The work in assembling this library was conducted by William Fusselman and James Lloyd.

GROSSMONT UNION HIGH SCHOOL DISTRICT

WORK EXPERIENCE STUDENT EMPLOYER SURVEY *

The Grossmont Union High School District's present Year-Round School plan of operation follows this pattern. Regular compulsory attendance for all students during the traditional school year, September to mid-June, is observed. Approximately 60% of the high school students return for a Summer School program mid-June through the first week in August, mornings only. This year, all eight schools will offer a three and one-half week post session during the remainder of the month of August with enrollment approximately 15% of the District students.

Year-Round School can take other organizational forms. Activities in the elementary districts in this area suggest that the high school district seriously look at these other organizational schemes. Three of the most common plans are briefly outlined below so that you will have a better idea of definitions of Year-Round School.

PLAN A - ROTATING FOUR-QUARTER PLAN

CHARACTERISTICS:

1. The school year is divided into four(4) equal quarters of approximately 12 weeks each.
2. Each student attends three consecutive quarters and is excluded from one of the quarters.
3. Three-Fourths(3/4) of the students are enrolled during any given quarter.
4. A student could attend year-round to accelerate or to repeat if necessary.

PLAN B- 45-15 CONTINUOUS SCHOOL YEAR PLAN

CHARACTERISTICS:

1. Student enrollment is divided into four equal groups.
2. Each group attends school for 45 days and then has 15 days vacation from school.
3. Starting dates for each group are staggered.
4. Three-Fourths (3/4) of the students are enrolled at any one quarter.

PLAN C- CONTINUOUS FOUR-QUARTER PLAN

CHARACTERISTICS:

1. Each quarter is autonomous.
2. Each quarter consists of 48 to 60 days, with a schedule break between quarters.
3. Students must attend at least three quarters.
4. Students may elect to attend the fourth quarter if space permits.
5. A student who elects to attend the fourth quarter may be required to remain out of school during one of the succeeding quarters.

* This report was compiled by: Donald Gilmore - Career Development Specialist/ Grossmont Union High School District

SURVEY QUESTIONS

1. How many High School Students did you hire in the School Year 1970-71?

9	None
13	One
11	Two
26	Three or more

2. What time of year did you hire the majority of these students?

18	Winter
18	Spring
27	Summer
26	Fall

3. Why did you hire the student at that time of year?

28	Increase in business activities
7	Business is very seasonal
13	Availability of students to work
14	Wanted to help students acquire experience through work
5	Didn't really need added employees, but it's business practice to hire students at that time of year.

4. When do the majority of students you hire work?

2	Before school
47	After school
20	Summer

5 What length of time does it take to train a student to meet your working standard?

5	None
15	Couple of days
9	One week
10	Two weeks
30	Three or more weeks

6. If more students were available during other times of the year than summer, would your business hire High School Students?

38 ☐ Only if demand warrents hiring

12 ☐ Yes

6 ☐ No

7. If students were available to work for only three weeks instead of all summer, would you hire them for the same type of JOBS?

5 ☐ Would hire for different jobs

21 ☐ Yes

33 ☐ No

8. How many weeks of vacation does your average employee receive per year?

16 ☐ One week

28 ☐ Two weeks

22 ☐ Three weeks or more

9. What time of year is this vacation taken?

9 ☐ Winter

13 ☐ Spring

38 ☐ Summer

14 ☐ Fall

10. Why is the vacation taken at that time of year?

17 ☐ Vacation time is rotated year round.

19 ☐ Employee request because children are out of school.

10 ☐ Employer requests vacation to be taken at that time, because business slows down.

11. Would your employees have a positive response to different vacation conditions if the barriers of the present school calendar were significantly changed?

21 ☐ Yes 8 ☐ No 25 ☐ Doesn't apply

12. Generally, would one of these forms of year-round-school drastically interfere with your business operations?

4 ☐ Yes 47 ☐ No 8 ☐ Does not apply

13. If answer to #12 is yes please explain.

SEE ATTACHED SHEET #13

14. Other comments.

SEE ATTACHED SHEET #14

15. Type of business.

20 ☐ Retail-Marketing

4 ☐ Wholesale

9 ☐ Manufacturing

5 ☐ Health Occupations

16 ☐ Public Services

13 ☐ Others _____

SUMMARY SHEET OF ANSWERS TO QUESTIONS

NUMBERS 13 and 14

Question 13: If answer to #12 is yes please explain.

Employees are needed during summer for morning work because the amount of business increases in the morning hours of summer.

If school schedule was changed from 1/2 day session it would interfere with office schedules and routines, and would have to hire a regular full time office girl instead of depending on a girl every afternoon.

The YMCA traditionally has its strongest program during the summer. The year-round school program forces us to look very closely at the types of programs we offer and where the source of our leadership will come from.
With the traditional three month summer gone, we will need to find new ways of staffing our programs.

I am a retail clothing store,and August - September business is due to back to school business.

If I had to depend on high school students.

Question 14: Other Comments

The hiring of school students has been a year-round part time situation with us under the work experience program offered by the schools.

I like plan A or C.

Strongly in favor of year-round schooling.

I do feel that we will have to select one of the plans,and businesses will soon adapt.

We hire college students for work on the floor at Hunters. The only high school people we have had were gift wrap girls, and temporary basis during Christmas shopping season.

High school students day is short anyway - affording time for most student type jobs.

Year-round school would probably eliminate the surge of vacation "stops and starts" which we now experience June through August.

The average age of our employees is such that many of them do not have school age children.

I am sincerely happy to see you are considering something other than double sessions to accomodate the overcrowding problem you have at some of your schools. The year-round school does seem the intelligent and logical solution.

We have had two students train with us under the work exploratory program as volunteers. Both students quickly picked up the office routine and gave a better than average effort to the work. We were pleased to participate in the program and look forward to working with the students in the future.

PURPOSE

The purpose of this survey was to sample a limited number of various types of employers regarding:

1. The conditions under which high school students were employed.

2. The effect that year-round school would have on youth employment and the general business operation.

HOW WAS THE SURVEY CONDUCTED?

A cover letter to introduce the purpose of the survey was composed by Dr. McClintic. The survey was composed and administered by Don Gilmore. 500 copies of the letter and survey were printed by the District.

HOW WAS THE SURVEY DISTRIBUTED?

Before the survey was conducted, the Career Development Specialists at each school agreed to help distribute the survey. Each student enrolled in general or vocational career development would hand carry to his employer a copy of the survey.

Letter and survey were placed in a self-addressed envelope without stamp. 50 surveys were distributed to each of the eight career development specialists, the first week in June, by Don Gilmore. 75 surveys were mailed to various exploratory training stations.

75 surveys were returned and tabulated.

LIMITATION

1. A specific random sample of employers was not selected.

2. Actual number of surveys distributed to students was undetermined.

3. Actual number of surveys received by employers was undetermined.

4. Insufficient number of responses to determine any statistical conclusions.

CONCLUSION

1. Employers hire high school students after school and during summer months because of the students availability to work.

2. Employers indicate that it takes 3 or 4 weeks to train a part-time or summer employee and a slight majority of the employers indicate they would not hire students for only 3 or 4 weeks.

3. The majority of employers say that their employees receive 2 weeks vacation to correspond with school vacations.

4. The majority of the employers indicate their employees would have a positive attitude toward different vacation conditions and that year-round school would not interfere with business operations.

YEAR-ROUND SCHOOL ARTICULATION STUDY

General Air-Conditioning Survey

The committee authorized a general survey of air-conditioning factors existing throughout the Heartland area schools, K - 12. No attempt was made to secure professional architectural or engineering help and, therefore, this must be seen as a very rough estimate of costs.

The survey simply identified the classroom square footage not air-conditioned and estimated a cost to do so, based on recent cost experiences of districts. Also a factor for each of power capacity was added to these estimates. No provision was made for the physical condition of many buildings and their inefficient structural design for air-conditioning, i.e., window space, non-insulated walls, etc.

No estimate on the operational costs for increased air-conditioning, in power, maintenance, and replacement of equipment was made in this study.

This study was conducted by Dan Kitchen of the Grossmont Union High School District, with information supplied by the districts identified in the report.

AIR-CONDITIONING SURVEY

Instructional Space by District

School District	Estimated Total Area of Instructional Space	Estimated Area Presently Air-Conditioned	Estimated Area Needing Air-Conditioning
Cajon Valley	781,201 ft.^{2}	151,502 ft.^{2}	629,699 ft.^{2}
Lakeside	187,494 ft.^{2}	24,304 ft.^{2}	126,440 ft.^{2}
La Mesa-Spring Valley	920,077 ft.^{2}	176,537 ft.^{2}	743,540 ft.^{2}
Lemon Grove	268,998 ft.^{2}	-0-	268,998 ft.^{2}
Santee	405,688 ft.^{2}	369,522 ft.^{2}	36,166 ft.^{2}
Grossmont Union High School District	909,697 ft.^{2}	240,349 ft.^{2}	553,251 ft.^{2}
TOTAL GROSSMONT AREA	3,472,155 ft.^{2}	962,214 ft.^{2}	2,358,094 ft.^{2}

SCHOOL DISTRICT COST ESTIMATES

School District	Total Area Not Air-Conditioned	Estimated Cost Per Ft.^{2}	Estimated Total Cost
Cajon Valley	629,699	$2.37	$1,495,536.00
Lakeside	126,440	($3.16)	400,000.00
La Mesa-Spring Valley	743,540	No Estimate	
Lemon Grove	268,998	No Estimate	
Santee	36,166	No Estimate	
Grossmont Union High School District	553,251	$3.50 + 10%	$2,130,016.00

Total area for which estimates are given = 1,309,390
Total cost in estimate = $4,025,552
Average cost per ft.^{2} in estimate = $3.07

Cost estimate to air-condition 2,358,094 ft.^{2} @ $3.07/ft.^{2} = $7,239,349.00

Cost estimate to air-condition 2,358,094 ft.^{2} @ $3.50 + 10%/ft.^{2} = $9,078,662.00

Cost estimate to air-condition 2,358,094 ft.^{2} @ $2.37/ft.^{2} = $5,588,683.00

NOTES ON AIR-CONDITIONING NEEDS BY SCHOOL DISTRICT

Cajon Valley:

Source: Rex Dahms, Administrative Assistant

The total square footage of instructional space in the Cajon Valley School District is estimated at 781,201 ft.^{2}. Of this area, 151,502 ft.^{2} are presently air-conditioned. Mr. Dahms figures a rough cost estimate to be approximately $2.00 per square foot in most places. He did state, however, that some older buildings will require up-dating in electrical systems. While $3.50 seemed to him a high cost per square foot, he felt that this would be reasonable in the case of older schools.

Cost estimates for Cajon Valley were computed as follows:

75% of total area @ $2.00/ft.^{2}
= .75 x 629,699 x $2.00
= 472,274 x $2.00
= $944,548.00

25% of total area @ $3.50/ft.^{2}
= .25 x 629,699 x $3.50
= 157,425 x $3.50
= $550,988.00

Total Cost = $944,548.00 + 550,988.00 = $1,495,536.00
Average cost per square foot = $2.37

Lakeside:

Source: Donovan Love, Business Manager

If Lakeside decided to air-condition the plants currently in need, a system similar to that at El Capitan would probably be used. An earlier rough estimate of cost was set at $375,000 to $400,000. This included some consideration of power needs. Lindo Park School and Lakeside Junior High are older schools and are having some power difficulties at this time. The district has not yet asked an engineer to study power needs, and thus no figures are available as to cost estimates for up-dating.

The following are the schools in the Lakeside District with their total areas, areas presently air-conditioned, and instructional space not yet air-conditioned:

School	Total Area	Presently Air Conditioned	Air-Conditioning Requirements
Eucalyptus Hills	8,524	-0-	6,411
Winter Gardens	8,524	-0-	6,411
Lakeview	15,065	-0-	12,337
Riverview	34,758	5,752	21,950
Lakeside Farms	38,453	12,748	17,765
Lindo Park	27,518	-0-	20,743
Lakeside Jr. High	54,652	5,804	40,803
	187,494 ft.^{2}	24,304 ft.^{2}	126,440 ft.^{2}

La Mesa-Spring Valley:

Source: Bernard Lanz, Administrative Assistant, Business

No estimates are available on the cost of air-conditioning the instructional space not yet so equipped. Mr. Lanz pointed out several factors which could influence cost, including the age of a facility, its electrical needs, the total amount of space to be air-conditioned and the type of system employed. La Mesa-Spring Valley, like Lakeside, has implemented a year-round school program, and has not felt air-conditioning to be the most critical need.

Lemon Grove:

Source: R. Paul Reynolds, Assistant Superintendent, Business Services

No estimates have been made on the cost of air-conditioning the Lemon Grove schools, none of which are presently air-conditioned. Due to a shortage of funds, air-conditioning has simply not been a practical consideration.

Below are listed the total areas of the schools in the Lemon Grove School District:

San Miguel School	35,695 ft.^{2}
Lemon Grove Intermediate	47,400 ft.^{2}
Golden Avenue School	33,275 ft.^{2}
Monterey Heights School	33,275 ft.^{2}
Vista La Mesa School	28,435 ft.^{2}
San Altos School	21,700 ft.^{2}
Mt. Vernon School	26,433 ft.^{2}
Palm Junior High	42,785 ft.^{2}
TOTAL	268,998

Santee:

Source: Robert L. Jones, Assistant Superintendent, Business Services

All of the schools in the Santee School District are completely air-conditioned with the exception of the elementary section of Santee School. The total area of that school is 41,642 ft.^{2}. The junior high section of the school, 5,476 ft.^{2}, is air-conditioned, leaving a total area of 36,166 ft.^{2} in the District which is not air-conditioned.

The following is a list of the schools in the Santee District with their respective areas:

Carlton Hills School	45,654 ft.^{2}
Sycamore Canyon School	48,681 ft.^{2}
Prospect Avenue School	43,377 ft.^{2}
Cajon Park School	44,002 ft.^{2}
Chet F. Harritt School	45,357 ft.^{2}
Carlton Oaks Drive School	48,640 ft.^{2}
Pepper Drive School	39,695 ft.^{2}
Santee School	41,642 ft.^{2}
School #9	48,640 ft.^{2}
TOTAL	405,688 ft.^{2}

GROSSMONT UNION HIGH SCHOOL DISTRICT

Phil Lea, Chief of Operations

School	Total Area Requiring Air-Conditioning	Estimated A-C Cost*	Estimated Electrical Cost**
Grossmont	109,000 ft.^{2}	$381,500.00	38,150.00
Helix	110,462 ft.^{2}	386,617.00	38,661.70
El Cajon Valley	125,864 ft.^{2}	440,524.00	44,052.40
Mount Miguel	77,347 ft.^{2}	270,714.50	27,071.45
El Capitan	50,128 ft.^{2}	175,448.00	17,544.80
Granite Hills	80,450 ft.^{2}	281,575.00	28,157.50
Monte Vista	-0-	-0-	-0-
Santana	-0-	-0-	-0-
TOTALS:	553,251 ft.^{2}	$1,936,378.50	$193,637.85

$2,130,016.35

* Computed @ $3.50/ft.^{2}

** Computed @ 10% of estimated A-C Cost

GROSSMONT UNION HIGH SCHOOL DISTRICT

School	Instructional Space*	Date
Grossmont	142,811	11-2-70
Helix	139,708	11-2-70
El Cajon	128,230	11-2-70
Mount Miguel	115,986	11-2-70
El Capitan	95,104	6-62
Granite Hills	92,776	11-3-70
Monte Vista	105,060	11-2-70
Santana	90,022	12-19-68

* Does not include:
Corridors - open
Gymnasium, showers and lockers
Kitchen and dining
Maintenance
Storage
Toilets and dressing

A REVIEW OF SELECTED

YEAR-ROUND SCHOOL SURVEYS

by

James D. Hatcher
Grossmont Union High School District

Charles L. Munger
La Mesa - Spring Valley School District

July 1, 1972

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INTRODUCTION

The purpose of this study was to review surveys which attempt to measure the attitudes and opinions of various populations toward the concept of year-round school.

No attempt was made to review all surveys that have been completed by various school districts. Stress was placed on the most recent studies and surveys accomplished in San Diego County. Also included are several representative surveys from other areas of the country.

The surveys referred to in the study are on file in the Grossmont Union High School District Office and are available to interested parties.

On the following page a table, Major Surveys Reviewed, is included to indicate, in summary form, the surveys evaluated in the study.

MAJOR SURVEYS REVIEWED

DISTRICT	TYPE	FACULTY	CLASSIFIED	ADMINISTRATIVE	PARENT	COMMUNITY	STUDENTS
LOCAL COUNTY:							
LAKESIDE (1971)	K-8	117	55		701		
LA MESA (1971-72)	K-8	80	38	3	1159	30	1481
La Presa (1972)	7-8	28					
Bancroft (1972)	K-6				214		
GROSSMONT (1971)	9-12	266					
CHULA VISTA (1971-72)	K-6				375		
SAN DIEGO CITY	K-12						
SANTEE	K-8						
OUTSIDE COUNTY:							
VALLEY VIEW (1970-71)	K-8				118		300
URBANDALE (1971)	K-12	175		8		445	115
BECKY-DAVID (1970) (Francis Howell District)	1-6	47			1165		
HAYWARD (1969-70)	K-12	15			242	56	225
SEQUOIA (1960)	9-12				489	664	

LAKESIDE UNION SCHOOL DISTRICT

Early in 1971 a Citizens' Committee on Year-Round School was formed to study the feasibility of adopting a year-round school plan for the Lakeside schools, Grades 1 - 8. As part of the study, the committee conducted surveys of three groups; the teaching faculty, the classified staff, and the parents. The surveys were conducted in October and November 1971 after various meetings with the groups.

Teaching Faculty

The entire faculty was sent questionnaires and 117 (79%) were returned. For purposes of the survey the faculty was divided into the following categories: Kindergarten, Grades 1 - 3, Grades 4 - 5, Junior High, and Other (such as EMR).

Summary of Findings

1. If the 45-15 Plan were adopted, 70% of the faculty indicated they would prefer a 180-day teaching contract.
2. Seventy-six percent of the teachers stated they would not be available for substitute duty during their vacation periods.
3. A great majority of the faculty (74%) felt that the storage facilities for instructional materials between nine-week sessions were inadequate.
4. A slight majority of the teachers (57%) indicated that the District had been open with the teachers in regard to information concerning the 45 - 15 Plan.
5. Exactly half of the faculty felt that the Citizens' Committee, teacher organizations, Board, and administration had been "not effective" in communicating the many problems and facets of the 45 - 15 Plan.

6. Almost all of the teachers (96%) felt that air-conditioning is required for a successful year-round program.

7. Fifty-five percent of the faculty preferred the 45 - 15 Plan over double sessions.

8. A relatively small number of teachers indicated they would seek employment outside the District if the 45 - 15 Plan were adopted.

9. The teachers were asked to list their greatest concerns about year-round education. The following were the four most frequently noted concerns: Storage of materials, air-conditioning, contract and assignment procedures, and no time for advanced training or vacations.

Comments

A large proportion of the surveys were returned by the faculty, which indicated a high interest level. However, the results showed that the faculty had insufficient information concerning the many problems of year-round education and effective communication procedures were lacking.

Classified Employees

The District classified employees were sent questionnaires concerning their attitude toward year-round school operation. Fifty-five persons (47%) returned the questionnaires. The groups included clerical personnel, cafeteria staff, teacher aides, custodians, maintenance personnel, and transportation personnel. The Lakeside Citizens' Advisory Committee Year-Round Schools (1971) summarized this survey as follows:

(1) 83% felt that the Lakeside School District had been open in its communications with classified personnel regarding 45 - 15
(2) 58% felt that the information provided by the Board, central administration, employee associations, citizens' committees, et cetera was effective
(3) 27% felt the information provided by the above was not effective at all
(4) 88% desired the 45 - 15 plan to double session plan
(5) 4% would seek employment elsewhere if 45 - 15 is adopted

Comments

It is wise for a district to involve their classified personnel in the study of year-round operation. The great majority (88%) of the classified staff appeared to

be in strong support of the 45 - 15 Plan.

Parents

The parent questionnaires were sent home with each student. A total of 701 were returned. The Citizens' Advisory Committee Year-Round Schools (1971) summarized the parent survey as follows:

1. 242 attended the public meetings.
2. 72% feel they have received enough information.
3. 45% prefer the 45 - 15 plan to the present schedule.
4. 72% prefer the 45 - 15 plan to double sessions.
5. 78% prefer an August maintenance period to one in June.
6. 72% would be willing to discontinue the Spring vacation.

Comments

Generally this survey indicated that the parents of Lakeside accept the 45 - 15 Plan over double sessions. However, it is interesting to note that the majority of junior high school parents (54%) preferred to remain on double session over adoption of the 45 - 15 Plan. Certainly this area should be looked into with more depth. Also, the validity of this survey could be questioned because of the low return of questionnaires, 701 out of 3,627 A.D.A.

LA MESA-SPRING VALLEY SCHOOL DISTRICT

For several years La Mesa-Spring Valley staff members had shown interest in the possibility of establishing year-round education in their district. Early in 1971 it was decided to have the staff study the feasibility of establishing a plan similar to the Valley View 45 - 15 Plan. The motivation behind the study was a school housing shortage but as the study progressed, there was a stress placed on the educational advantages inherent in the plan.

A series of coffee meetings were held with the community. At each meeting the participants were asked to answer questions concerning their attitude toward year-round school. The results of the 360 respondents were tabulated as follows:

Questions	Responses
In favor of year-round school	77%
Opposed, but would participate	7%
Opposed, favor bussing or double sessions	12%
Opposed, but might change mind	4%

Citizens' Advisory Council (1972:17)

After the year-round plan was implemented in three district schools, two elementary and one junior high, it was decided to assess the attitudes of various groups toward year-round school. The groups included teachers, students, parents, site administrators, classified employees, and community. In addition special parent surveys were conducted at Bancroft Elementary School to assess the feasibility of that school going 45 - 15. Also, La Presa Junior High School conducted an in-depth survey to determine what staff members think about year-round school.

Teachers

A very comprehensive survey (46 questions) was administered to teachers involved in the year-round program at three schools. The survey was administered at a group meeting and 80 of the 85 surveys were returned.

Summary of Findings

1. The teachers were about equally divided on the question of increased or decreased discipline problems.
2. A large majority of teachers (82%) felt teacher morale was improved.
3. It was indicated that parents were taking somewhat more interest in their children's education.
4. The great majority of teachers (90%) felt that their students achieved at least as well as they would have in a regular nine-month school year.
5. Almost all of the teachers (95%) desired to continue teaching in the year-round program.
6. A majority of the teachers indicated the following positive educational results:

   Less review over past work (75%)

   More student interest in the program (67%)

   More individualized instruction (70%)

   More time for lesson planning (85%)

   Wider variety of educational programs offered (90%)

   Students achieved a higher degree of compentency (51%)

7. A majority of the teachers indicated the following negative educational results:

   Special school programs (band, athletics, etc.) were hindered (57%)

8. The majority of the teachers made the following recommendations:

   The program should be expanded district-wide (71%)

   The program should be expanded district-wide on an optional basis (92%)

   The program should be expanded to the local high school district (73%)

9. A majority of teachers indicated the following changes in their personal lives:

   Personal family life activities have changed (63%)

   More varied vacation activities (76%)

   Difficulty in taking professional growth course (51%)

10. Fourteen questions on the survey dealt with attitudes toward intersession education. In general the teachers indicated that these had positive educational results and should be continued.

11. The teacher comments concerning the main strengths of the program were tabulated. The more frequent statements given included improvements in the following areas:

    Teacher morale

    Student attitudes

    Curriculum planning

    Use of buildings

    Vacations

    Variety of courses (intersessions)

    Student attention

    Continuous achievement

Financial opportunities

Opportunities for cross-age involvement

12. Teacher comments indicated improvements were needed in the following areas:

Storage facilities

Elimination of combination classes

Intersession improvements

Break-up of neighborhood groups

More unity in scheduling special activities

Room shifts

Air-conditioning

Staff communication

Teacher pay for curriculum revision

Time for curriculum improvement

Opportunity to take college courses

Need for minimum days

Textbook availability

More released time for team teachers

More differentiated staffing

Comments

This survey of faculty attitudes appears to be the most expansive and of the highest quality of any reviewed in this report. The District should be commended for its high quality in-depth study. The survey revealed that the teachers were very enthusiastic about the program. A question might be raised as to how much

of the enthusiasm will be long lasting and how much is due to the "Hawthorne Effect." Therefore, the survey should be repeated after a period of time to allow the newness of the program to "wear off" and to determine if teacher opinions correlate with student achievement test results.

Students

The students involved in the year-round schools (grades 3 - 8) were given questionnaires under the supervision of their classroom teachers. Ninety percent of 1639 questionaires were returned.

Summary of Findings

1. The following positive attitudes were revealed in the student survey:

   Better discipline (52%)

   Teachers happier (57%)

   Parents more interested in school (76%)

   Less review time (59%)

   Greater student interest (76%)

   More individual attention (57%)

   Classmates happier (56%)

   Like short vacations (74%)

   More activities (67%)

   Learned more (78%)

   Program should be expanded district-wide (60%)

   Desire to continue in program (68%)

   More varied educational activities (67%)

2. The following areas indicated some negative feelings:

   Opportunity for special interests (band, athletics, etc.) (43%)

   Program should be expanded to grades 9 - 12 in the local high school district (48%)

3. Several questions were asked referring to the intersession. Generally, the students approved of the intersession education.

4. The following is a summary of some of the favorable comments made by the students:

   Better vacations

   Less fatigue (student and teacher)

   Less review time

   Popularity of the intersessions

   More individual attention

5. The comments indicated improvement could be made in the following areas:

   Special activities (such as chorus and band)

   Fewer combination classes

   Many other recommendations were made, not uniquely germane to the year-round school.

Comments

As pointed our in the teacher comment section, this survey should be repeated at a later date to determine if there has been a "Hawthorne Effect." A detailed analysis revealed that the majority of students in grades 3 - 6 felt the program should be expanded to the high school. However, the students in junior high school

disagreed with the expansion to high schools even though they recommended it be expanded in the elementary district. Obviously, further research is needed in this area.

Parents

Questionnaires were sent to 1,526 parents with children in the year-round school program. Seventy-six percent of the questionnaires were returned.

Summary of Findings

The results of this survey are very similar to those of the teachers and students. In general, the survey indicated that the parents enthusiastically support the concept of year-round education.

As in the other surveys, the parents felt that year-round school did not improve special school programs such as band and athletics. In contrast to the other two surveys, the parents indicated that there was little disruption with family life activities. Also in contrast with the student surveys, the junior high school parents indicated that the year-round program should be expanded to the local high school district.

Comments

The parent survey was of broad scope and included a large percentage of involved parents. The parents seem to be as enthusiastic as the teachers and students about the year-round program. The parents should be surveyed again after the initial excitement and enthusiasm wears off to determine if they too could be influenced by the "Hawthorne Effect."

Classified Personnel

The survey was given to 38 members of the classified staff. The Citizens' Advisory Council for Year-Round School (1972 : 8) summarized the classified personnel survey as follows:

> Classified employees find an overall better climate in the year-round school than in traditional programming--better teacher morale, a sense of greater student interest. Only one tended to choose the traditional program for his place of employment. No suggestions were given for improvement of the program. Narrative responses showed highest enthusiasm for more flexibility with vacation scheduling and with lengthening of employment to twelve months. Their written responses also reflected a lowered fatigue factor.

Community

Thirty members of the community were selected from the following areas:

Religious (2)

Law Enforcement (2)

Business (15)

Recreation Department (3)

Health Services (1)

Fire Department (1)

Library (1)

Volunteer Services (1)

Other (4)

Summary of Findings

In general this survey showed that members of the community have a positive attitude about year-round school. They revealed that they would be willing to make changes in their program to accommodate families who have children in the

program. They were especially favorable toward better utilization of the school plant.

Comments

Very few districts have surveyed members of the community who are not necessarily parents. The results of this survey, with a relatively small number indicated that they differ little from the parents in attitude toward year-round school.

The results could be somewhat distorted in that only 30 questionnaires from the 85 sent out were returned.

Site Administrators

Only three principals involved in year-round school took part in this survey. Not surprisingly, they were unanimous in approval of year-round education.

The Citizens' Advisory Council (1972 : 7) summarized the survey in the following words:

> The site administrators are unanimous seeing better educational pacing as a strength of the year-round school. One amplifies by saying that the "four vacation plan" has been instrumental in attitude modification toward school in general (particularly among low motivation students). The positive attitude and morale of the teaching staff, better use of facilities, and the potentials of the intersession are all listed as strengths. One administrator puts high value on the flexibility aspects afforded by the pilot program--length of contracts, teacher work year, vacations, student scheduling, etc.
>
> To make special services to pupils available on a year-round basis (LDG, EH, full-time librarian, Miller-Unruh reading, psychological services, etc.) would strengthen the program. They also ask for more flexibility in placing children within groups to equalize size or better meet individual needs. Other suggestions include a "full-time intersession teacher," "urge institutions of higher learning to provide classes for

year-round school staffs for professional growth opportunities," and "continuation of the option of modified contractual arrangements for staff members." It is also noted that the number of visitors and program presentations has increased the work load.

La Presa Study

Dr. Howard Holt conducted a study of the La Presa Junion High School Year-Round Program. He interviewed 28 members of the staff in the Spring of 1972.

Summary of Findings

1. Most of the teachers (21) indicated that for next year they would like the same contract as the present one. Thirteen of the staff were on a regular contract of 182 days.

2. Most staff members were satisfied with their vacation schedules.

3. The staff felt that most students and parents supported the program (or at least did not oppose it).

4. Most of the staff members (22) indicated they were unable to judge or saw no positive indication that the short vacations would increase learning.

5. The teachers were asked to list the disadvantages to the 45 - 15 Plan. The two most frequently given disadvantages were:

   Dislocations due to other schools in the area being on regular schedules

   Program in activity areas (music, art, etc.)

6. Staff members were asked to list the main advantages of the program.

The most frequent answers were:

Breaks up the school year

Flexibility of programs

Intersession potentials

Better use of facilities

7. Dr. Holt summarized his findings as follows:

> In subjective terms, the author was most impressed by what he perceived as a very high level of staff morale in the school. Teachers appreciated each other, were supportive, went out of their way to be cooperative, enjoyed generally excellent personal relationships with each other, spoke realistically but positively about children, and felt that leadership in the school was outstanding. Administrators reciprocated in warm feelings toward faculty and were equally positive in comments about the school and about children. Because this positive attitude appeared to be so evident, and because the author did not have a similar opportunity to spend a long period of time in the school before it went on year-round operation, it is very difficult to assign reasons for the successes enjoyed. It is possible that this staff would be successful under any number of organizational plans, given the same set of circumstances. At best, all that can be justified is the statement that it is quite possible to operate a junior high school on the 45 - 15 plan successfully. Whether this could be done under all conditions, with every staff, cannot be determined on the basis of this school's experience.
>
> In summary, in the view of the staff, La Presa Junior High Schools is operating well under the 45 - 15 Plan. The staff sees no really major or over-riding drawbacks, does see many advantages, and is apparently content to continue with this system of operation. Their experiences to date have been limited in time; however, since there are so few 45 - 15 secondary schools in the country, these experiences should have relevance for any such school contemplating entry into year-round operation.

Comments

The survey, based on personal interviews appears to be quite perceptive and statistically valid. It seems to be considerably more objective and based less on emotion than other comparable surveys.

Bancroft Elementary School Survey

The Bancroft Elementary School staff has requested to be authorized to implement a year-round program. A series of coffees was held in the Spring of 1972. The following is a tabulation of the parent information meetings:

In favor of year-round school	200
Opposed	1
Undecided	2
Opposed but willing to participate	11

Comments

It would seem that the Bancroft staff's enthusiasm has been transmitted to the parents. At this point, with three other successful year-round programs operating in the District, it would appear that the "bandwagon" effect is in full force. It will be interesting to see if this near unanimous attitude will prevail after the program has been in operation for a period of time. It is also interesting to note that Bancroft School staff is not concerned with a housing problem, but wishes to enter into the 45 - 15 Year-Round Plan strictly for educational purposes.

GROSSMONT UNION HIGH SCHOOL DISTRICT

In 1971 James Hatcher, a Grossmont District teacher, surveyed one-half of the district teachers in eight high schools regarding their attitude toward year-round school. In all, 311 questionnaires were mailed and 266 returned.

Summary of Findings

1. The faculties of each of the eight high schools approved of year-round high schools in principle. Of those teachers participating in the study, 62% approved of year-round school, 16 % were neutral, and only 22% disapproved.
2. The majority of teachers in the following sub-groups approved of year-round school in principle:

   Subject matter

   Marital status

   Age

   Sex

   Teaching experience

   Educational background

   Number of children
3. The teachers were asked to indicate their preference for the following plans of year-round education: 45 - 15, rotating 4 - quarter, continuous 4 - quarter, extended summer session, and "other." The plan most approved was the continuous 4 - quarter followed by the 45 - 15.
4. The teachers indicated that the most worthwhile benefit of year-round school would be improved curriculum followed by cost savings.

5. Of teachers who approved of year-round education, 38% indicated they would prefer a 12-month contract.

6. The teachers perceived that the voters of the district would approve year-round education.

7. The most important voter objection to year-round school, as perceived by the teachers, was difficulty in getting all the children in the family on the same schedule.

8. The majority of the faculty felt that students who accelerate in a year-round program should be encouraged to graduate early.

Comments

The extremely high rate of returned questionnaires (86%) indicated that the high school teachers have a great interest in the problem of year-round education. Many teachers stated they lacked knowledge concerning the various aspects of year-round school. The results of the survey implied that the Grossmont teachers would not oppose a year-round school program.

CHULA VISTA CITY SCHOOL DISTRICT

When school enrollment projections for 1971-72 exceeded available classroom space, the District faced a housing problem. A year-round school plan appeared to offer a solution. In January 1971, the Board of Education approved a study of feasibility of such a plan.

Six open meetings to discuss the program with parents and residents living on the Otay Mesa were held. Of the more than 700 who attended and indicated their preferences, 70% were in favor of the year-round program, 15% were opposed but said they would send their children, and approximately 3% indicated they preferred half-day school sessions.

Parents

One of the objectives of evaluating the first year of the year-round schools in Chula Vista was to assess parents' reactions. Approximately 10% of the parent population was randomly selected, 198 parents in July 1971 and 177 parents in April 1972.

Summary of Findings

1. After one year of operation, parents' preferences for year-round school had increased from 53% to 79%.
2. After one year of operation, parents' preference for the traditional school year had dropped from 22% to 17%.
3. After one year, 7% of those parents who favored year-round school in July 1971 had shifted preference to the traditional school year.
4. Of those parents who favored the traditional school year in July 1971, 58% changed their preference to the year-round school pian after one year.
5. Of those parents who were undecided in July 1971, 73% made a preference for year-round school in April 1972.
6. When parents were asked about their child's reactions to the year-round school, 69% said their children were in favor of the program in July 1971, which changed to 84% in April 1972.

7. Children's reactions, as perceived by parents, against year-round school showed 18% opposed, which dropped to 12% one year later.

8. When a group of 72 parents with children in secondary school were asked if the year-round school created difficulties because of their children's two school calendars, 25% expressed they experienced difficulties.

9. Some positive comments made by parents were:

   Academic advantage (58%)

   Motivation (less boredom) (51%)

   Intersession (35%)

10. The most negative comment made by parents toward year-round school was "it fouls up vacations" (18%).

Comments

The only survey material available at this time from the Chula Vista District concerned parent reactions. The District currently is completing other surveys which will be available at a later date. The Grossmont District will request copies of their surveys and will have them on file for use by interested parties.

It is interesting to note that this was a telephonic survey involving only 10% of the public, which may or may not have an influence on the validity of the results.

SAN DIEGO UNIFIED SCHOOL DISTRICT

The San Diego District currently is studying the feasibility of implementing year-round schools on a districtwide basis. It has been decided to commence a 45 - 15 Plan at five elementary schools as a pilot study beginning in July 1972.

Several San Diego principals have conducted a variety of limited informal school-based surveys attempting to measure community attitude toward year-round education. The results of these studies have not been published as of this date; however, it has been implied that parents prefer year-round school over double sessions. No doubt more thorough surveys of parent reaction to year-round schools will be implemented in the near future by the San Diego City Schools.

SANTEE ELEMENTARY SCHOOL DISTRICT

The Santee Elementary District has instituted a 45 - 15 pilot program. Surveys were completed of the faculty and community; however, they are not available to the Grossmont District at this time. The Grossmont District has requested copies of these surveys and will place them on file for use by interested parties when and if they are received.

VALLEY VIEW SCHOOL DISTRICT #96
Lockport, Illinois

Valley View School District #96 consists of grades K - 8, and is one of the largest elementary school districts in the State of Illinois. An explosion in population and the fact that the community had assessed itself to its legal limit for the construction of new school buildings caused the district and its population to look at some expanded use of the existing facilities. The district's experience with double shifts at an earlier date ruled out shifts as an acceptable solution. The only other solution left seemed to be an expanded school year. Investigation into the expanded school year brought forth their 45 - 15 Plan of year-round education. Valley View was the pioneer in the 45 - 15 Plan of year-round school.

Since the people most affected by a year-round operation were the families with children, one child was chosen from each classroom to take home the questionnaire which could be returned by an enclosed stamped envelope. Even though no follow-up was made, 118 out of 140 questionnaires were returned.

Six items covered the topic of vacations, as they felt this was an important aspect of the 45 - 15 Plan.

Summary of Findings

1. Generally, most of the respondents were in support of the various vacation features of the 45 - 15 Plan, though not in complete agreement.
2. The majority of families (65%) preferred four vacations a year.
3. When asked if they wanted their children to be on vacation all at one time, 97% preferred having their children on vacation at the same time.

4. A slight majority of parents (51%) wanted their children with one teacher at least one year.

5. Almost no parents (5%) supported the present legal requirements for children to enter school in September. Most (54%) favored entrance when the child reaches six years of age and 33% favored entrance when the child is ready.

6. Parents were in agreement that teachers should either be required to work all year (26%) or be encouraged to work all year (50%).

7. A large majority (70%) said they were more in favor of the 45 - 15 Plan as the result of filling out the questionnaire, while only 3% stated they were more strongly against it.

Comments

There seemed to be a high level of interest in what the school was doing, as demonstrated by the high number of responses turned in. The district also did a good job of providing information to the public.

Parents did not seem to be concerned about teacher fatigue in working all year extended contracts.

Many parents felt confident in the school staff's ability to make decisions for the good of their children.

The small percentage of families who were originally the most negative toward the school system and the 45 - 15 Plan were still negative. All other families remained as positive or were more positive than before. Families sometimes reported they knew personally of a family that had moved out of the district because of the 45 - 15 Plan, but these families were not contacted to see whether the 45 - 15 Plan was an important reason for their moving.

Students

In March 1971, 300 students in Grades 4, 5, and 6 were given a survey where they could indicate their reactions to the 45 - 15 Year-Round Plan. It was compared with a survey from a year before in order to make a comparison of pre-test and post-test material.

Summary of Findings

1. Teachers had not become more irritable or tired by working under the 45 - 15 Plan.
2. Students still felt the same about the 45 - 15 Plan.
3. Teachers' assignments and students' feelings toward these assignments had not differed.
4. Students did not want to be changed to another track of the 45 - 15 Plan.
5. Students did not feel their school work or grades had suffered due to the 45 - 15 Plan.

Comments

Although the survey of students' feelings toward the 45 - 15 Plan was short (18 questions), it did touch on three important aspects of education: student's feelings of teacher; student's feeling toward school; student's feeling toward self.

No significant differences were found either pro or con in this survey toward the year-round program.

URBANDALE COMMUNITY SCHOOLS
Polk County, Iowa

The Urbandale Community School District, a K - 12 District, is a fast-growing community with six elementary buildings (K - 6), one junior high, and one senior high. Experiencing a rapid growth enrollment, and the demand for efficiency, accountability and savings caused this community to look seriously at the year-round school. They began a study of the year-round school in February 1970. The study was presented to their Board of Education in February 1972, at which time the Board stated:

> It was moved that we do not continue the 12 month school study and that the study be set aside to be used in the future as needed. (1971:7)

This was a rather surprising statement in that an excess of $14,000 had been expended in Title III funds to implement the study. In all, 47 meetings and presentations were made to the community, faculty, and students of Urbandale.

Teaching Faculty

A survey was administered to the entire teaching staff (175 teachers). Besides the presentations, teachers were furnished with a packet of materials similar to the packet mailed to all citizens in the District. Of these surveys, 112 were returned.

Summary of Findings

1. When asked how much they knew about year-round education, 57% stated they either knew "some" or "little."
2. Only 37% felt they knew "much" about year-round education.
3. When asked if the faculty would be willing to do the necessary curriculum revision (to go 45 - 15) without being compensated, only 19% said yes.
4. Also, 45% of the teachers indicated that if the curriculum revision were completed, they would not be in favor of the 45 - 15 Plan.
5. Approximately 51% of the teachers did not wish to pursue the concept further.

Comments

There did not seem to be enough information available, or possibly the faculty did not take it upon themselves to look further into different forms of year-round education besides the 45 - 15 program. It would also seem that too much emphasis was put upon the matter of curriculum in the survey, and who would do the curriculum revision if the school went 45 - 15.

Although their faculty survey involved eleven questions, two of which pertained to grade level and sex of respondent, five of the remaining nine questions were concerned with curriculum.

There was no mention why the same survey was administered to elementary, junior high and high school faculty, but certainly these different levels would not all involve the same questions.

Another question concerns the lack of responses (112 out of 175) which may indicate a lack of interest or involvement by the teachers.

In summary, the faculty survey appeared to be inadequate and lacking depth.

Community

The concept of year-round education was presented to many organizations in Urbandale, including the Chamber of Commerce, City Council, Jaycees, Legion Auxiliary, Rotary Club, and many more. The PTA's also were involved. Nearly 800 citizens participated in the discussions concerning the topic and were asked to fill out a survey. Approximately 445 chose to return the survey provided them in a packet of year-round education materials.

Summary of Findings

The Urbandale Community Schools offer these findings from their questionnaires (1971:71-72).

> 88% said they would not favor a split shift day.
>
> 62% think we can make better use of our present school buildings by having classes in them all year round.
>
> 86% feel that they want their entire family in school and on vacation at the same time.

58% said that they would take a vacation at the some time other than summer, if their children were also on vacation at that time, with 48% saying it was somewhat important, and 18% saying not important.

45% thought it was very important that children from the same neighborhood attend school and take a vacation at the same time, with 40% saying it was somewhat important, and 15% saying not important.

64% said yes to the following questions, "Do you think your/husband's employer would grant you/him vacation time any season of the year?"

72% said that they would favor year-round education if it improved the quality of education even if it was inconvenient.

49% would favor year-round education if it saved money even if it was inconvenient.

42% of the working mothers felt year-round education would cause a great inconvenience, with 34% saying no and 24% undecided.

In response to the question, "To take care of the student population explosion in our schools would you prefer to build new buildings, have split day sessions, or have year-round education?" 40% said buildings, 8% said split days, and 52% indicated year-round education would be their choice.

Comments

The general feeling of the community seemed to be that the school district was always trying something new, and that the district needed to improve on what they had.

The community did not seem to have a great deal of knowledge or understanding of the year-round education concept indicating poor presentations and/or lack of interest.

The survey did show that year-round education would be the community's choice over new buildings or split days.

The community was surveyed, but the survey did not specifically include the parents in the attendance areas of the schools.

Students

The student survey was administered to 115 senior high students after they heard a presentation on the topic of year-round education and had discussed the implications of the 45 - 15 Plan.

Summary of Findings

1. Seventy-two percent felt only somewhat informed about year-round education.
2. Seventy percent of the students indicated they would not prefer a split-day session.
3. Fifty-one percent indicated they would attend extra sessions during their fifteen-day vacation period.
4. Forty percent of the students indicated it was not important to take their vacations at the same time as their family.
5. Eighty percent said they would favor year-round education if the curriculum was improved to meet the 45 - 15 schedule.
6. Seventy-four percent of the students indicated they would favor starting a year-round education program in June of 1973.

Comments

This survey was limited in that it involved only senior high students and did not reach any other grade level. Although they were instructed to answer the questions as a student who would be affected by a change, these students would be graduating before any change would be made. This type of survey does not carry much accountability.

The questions asked in the survey were very adequate, although for different grade levels it would need to be changed. With an enrollment of approximately 3700 (K - 12) students, it seems they could have expanded this survey to reach more than 115 graduating seniors!

Administration

A survey was administered to 8 principals of Urbandale Community Schools - 4 elementary, 2 junior high, and 2 high school.

Summary of Findings

1. When asked what effect year-round education would have on the instructional program in their building, 1 stated a positive effect, 4 had no idea, and 3 said an adverse effect.

2. When asked if they would like to pursue further the concept of year-round education, approximately 63% said yes and 37% no.

3. When asked if they would be willing to do the necessary curriculum revision to go the 45 - 15 Plan, 100% said yes.

4. Major areas of concern if the year-round education were adopted were:

Planning time
Readiness of staff
Cost factors
Record keeping
Scheduling
Parents opposed to the program
Mechanics of implementation
Effects of change on community
Air conditioning

Comments

The administration survey only touched upon principals, and not other administrative people within the district who would be affected.

Out of 8 questions, 4 concerned curriculum change. There are many other questions with far more implications which could have been asked.

The administrators did not seem to be very involved in this study of year-round education, nor did they seem to want to become very involved.

BECKY-DAVID ELEMENTARY SCHOOL

Francis Howell School District
St. Charles County, Missouri

The Francis Howell Public School District has a total enrollment of about 4000 students. The area is referred to as a "bedroom district." The tax base is quite low, and the bonding rate is 10% of the school district valuation. With increasing enrollments and no new buildings, the year-round schedule was studied for the Becky-David attendance area.

In late 1968, parent information meetings were held to present the tentative plans for parents' questions and discussions. Shortly after these meetings, questionnaires were sent home to parents with a returning response of 83%. When asked if they would support the year-round schedule for a one-year trial period, 61% indicated yes and 38% indicated no. Only 1% were undecided.

In July 1969, Becky-David began on the 9 - 3 Plan. It should be noted that Becky-David is two schools under separate administration (primary and intermediate) both of which are non-graded.

Teaching Faculty

In October 1969, three months after Becky-David began on the year-round school plan, a questionnaire was distributed to the teachers. A total of 49 questionnaires were given and 47 were returned.

Summary of Findings

1. The majority (59.6%) of the teachers felt that their classes' attitude toward year-round school remained unchanged.
2. When asked if learning had been affected, 44.7% indicated it (year-round plan) had helped, while only 10.6% said it had hindered.
3. When teachers were asked if they were satisfied with their teaching schedule, 74.5% indicated yes.

4. Again 74.5% of the teachers felt they would like to continue year-round operation, and only 2.1% said no.

5. Teachers observed that some children had difficulty in adjusting to different teachers.

6. Some teachers expressed a need for junior and senior high children to be on a year-round program to eliminate schedule problems.

Comments

There seemed to be a general feeling that teachers should not change groups each nine weeks. This could cause problems in scheduling because several teachers indicated a desire to teach more than the normal 180-day school year. There was an expressed need for airconditioning, but almost half the teachers felt summer heat did not affect learning.

Possibly better organization and grouping would solve some teachers' negative feelings which were revealed in the survey.

Parents

Two questionnaires were sent to parents, one in September 1969, and one in March 1970. The first survey dealt mainly with summer effects on the year-round plan. The survey in March dealt more with the feelings parents had toward the year-round operation.

Seven hundred ninety-three of the first questionnaires were sent out with a response of 575. The March questionnaires were sent to 878 parents with a response of 590. Thus with a response of 72.5% in the September survey and 67.1% in the March survey, the District felt it had a general feeling of the parents' attitude toward year-round operation.

Summary of Findings

1. When comparing the child's attitude toward year-round school between the first survey in September (hereafter called survey #1) and the second survey in March (hereafter called survey #2), there was a 10% increase of those who preferred the 9 - 3 Plan over the 9-month schedule.

2. When asked about the child's attitude toward school in general, there was no significant change between survey #1 and survey #2.

3. On the issue of voting for a bond to provide airconditioning there was an obvious decrease between survey #1 and survey #2.

4. When the parents were asked if their opinion toward the year-round school had changed since the last questionnaire, they indicated that their opinion remained the same.

5. After experiencing the year-round plan, the majority (61%) favored the year-round plan over split sessions 5.0%.

Comments

The comparison between questionnaires made it possible for a more effective internal analysis of the latest questionnaire. It also made possible a more useful set of data for present and future comparisons.

Parents did not seem to feel as strongly in favor of airconditioning after their children had been through one summer of a year-round plan.

Parents' reactions to questions asked in both questionnaires did not fluctuate much.

In addition to the two parent questionnaires, there was a small personal interview conducted involving ten parents during the month of May 1970. This was done to help determine the degree of validity of the information supplied by the questionnaires. In this interview, parents expressed favor of the year-round plan when the alternative was split sessions.

Note of Interest: Although not included in the survey, it should be noted that a comparison was made between pupils in Becky-David and a control school in the district on reading and arithmetic achievement differences.

Analyses of covariance were used to provide additional control of individual variations not achieved perfectly by matching. Pupils had been matched as nearly as possible on sex, intelligence as measured by the Otis Quick Scoring Test of Mental Ability, and previous achievement as measured by the reading and arithmetic subtests on the Stanford Achievement Test.

Results of the achievements comparison showed results favoring the control group

in fourth grade on both reading and arithmetic. Results for fifth and sixth grades favored neither the year-round schedule group nor the nine-month schedule group.

COMPARISON OF RESPONSES

Item	Opinion	September	March
1. Children's attitude toward year-round school.	Preferred 9 - 3 over traditional 9-month	23.96%	33.3%
	Either way is fine	13.14%	14.2%
	Prefer 9 month	29.45%	31.5%
	Little or no opinion for or against year-round plan	28.61%	22.3%
	No opinion or uncertain	4.82%	2.7%
2. Child's attitude toward school in general.	Has improved	17.45%	23.2%
	Has remained unchanged	64.43%	55.5%
	Has become worse	13.2%	12.7%
	Uncertain	4.89%	6.7%
3. Would you be willing to vote for a bond issue to provide airconditioning ?	Yes	60.17%	50.0%
	No	26.31%	29.3%
	Uncertain or no opinion	13.50%	8.8%
	No answer		11.9%
4. Has your opinion toward year-round changed since the last questionnaire?	No - still against it	23.91%	21.1%
	No - still think it's a godd idea	42.11%	44.2%
	Yes - I thought it was a good idea and now I'm against it.	3.46%	6.6%
	Yes - I was against it, now I think it's a good plan.	12.65%	5.2%

HAYWARD UNIFIED SCHOOL DISTRICT
Hayward, California

The Hayward Unified School District has operated a compulsory year-round schedule in one of its elementary schools since 1968. A four-quarter plan was conceived and developed by two principals within the district and received funding for study. Following a series of investigations and legislative actions the year-round operation began.

Upon completion of the first year of the four-quarter school, a study was completed to determine the results of the experience. The study indicated positive results in the areas of improved reading and mathematics scores as well as continued positive support by the community.

Teachers

Fifteen teachers were given questionnaires and were interviewed during October and November 1969.

Summary of Findings

1. The majority (61%) of the responses of the teachers indicated they prefer the four-quarter plan.
2. Teachers (77%) indicated that the program does result in more work for the teacher.
3. Teachers (77%) indicated that the four-quarter plan does not interfere with their educational plans or outside employment.
4. Only 46% felt that the program would peovide greater opportunity for inservice edacation.
5. Almost two-thirds (64%) of the teachers felt that additional changes should be made in the program.

Students

As part of the articulation and orientation program of the junior high school, all of the sixth grade students (68) were interviewed concerning their reactions and attitudes to the four-quarter plan. Also, 33 pupils between Grades 1 - 6 were interviewed. These students were randomly selected. Pupil questionnaires were given to 225 students in Grades 3 - 6.

Summary of Findings

1. Nearly 75% of the children said they liked school better under the new plan.
2. Many students felt they remembered material better after the shorter vacations.
3. Over half of the students stated they liked the short vacations because they did not get bored.
4. Seventy percent of the students felt that the four-quarter plan should be continued.
5. Many students objected to being in classes without grades and being in classes with children younger than themselves.

Comments

It is interesting to note that while the children (Grades 1 - 6) who were interviewed did not like being with children younger than themselves, they did not mind being with children older than they were.

Parents

Along with parent informational meetings, two written surveys were conducted to assess parents' support of the compulsory year-round school. Eighty percent of the school community approved of the program and indicated they would enroll their children; ten percent did not approve of the program, but indicated they would enroll their children if the program were presented. Even though ten percent did not approve of the four-quarter plan and indicated they would not enroll their children in the school, all but three children were enrolled. A third survey conducted by a local newspaper verified surveys made by the District.

At the conclusion of the first year of operation, a survey was made of parent, student and community attitudes by evaluation consultants, General Behavior Systems, Inc.

Summary of Findings

1. Parents of children in the four-quarter school prefer the year-round program.
2. Parents indicated it was not too great a hardship to change vacation plans.
3. Almost half of the school community felt it was easier to plan their vacations during the four-quarter breaks.

4. It was the consensus that parents would desire to keep their children in the program should it be continued in coming years.
5. The majority of parents stated their children were better motivated, learned more, liked school better, and were making better progress in the new program.

Comments

Parents seemed to be very much involved in the school program, as shown by a high percentage of returns sent out in the parent support questionnaire (242 out of 282 returned).

Community

Twenty-five business and industrial representatives responded to a questionnaire sent to them in November 1968, and thirty-one responded to the questionnaire mailed to them in November 1969. The questions were categorized into four major areas: knowledge of the program and effect of the program on business, economy of the program, broadening of the program, and possible value of the program.

Summary of Findings

1. Only 48% of the respondents knew something about the program.
2. None of the respondents had ever visited the program.
3. They indicated that the program had not affected their business or vacation schedules.
4. They did not anticipate an expansion of the program in the future would affect their vacation schedules.
5. Sixty-four percent felt the program was more economical.
6. Eighty-four percent felt the program gave better utilization of school facilities.

Comments

A significant number of respondents (84%) did not have children in the Hayward School District; therefore, they were looking at year-round school from an outsider's frame of reference.

SEQUOIA UNION HIGH SCHOOL DISTRICT
Redwood City, California

The Sequoia Union High School District operated (1960) five comprehensive high schools for grades nine through twelve. It is a suburban area which is largely residential. In October 1957, following the defeat of a bond proposal, a Citizens' Advisory Committee was formed and assigned the specific task of determining whether the four-quarter plan was a more economical means of housing students.

Throughout its report the Committee found that in regard to the four-quarter plan, there were repeated references to the family vacation problem. A study of 489 families in the Redwood City Elementary District showed that 459 had taken a vacation in the past year.

Summary of Findings

1. Of the 459 families taking vacations, 107 (23.3%) said they would like to take their vacations at a different time.
2. Of the 107 wanting a vacation at another time, 63 (58.9%) said their work made it impossible, and 64 (59.8%) said their children in school made it impossible.

Community

Community responses were received concerning choices for handling the school housing problem. The percentages are based on 664 cases.

Summary of Findings

1. The following are the findings by Dr. Carter, which were utilized in the report of the Citizens' Advisory Committee of the Sequoia Union High School District (1960:91)

Alternatives-% Ranking:	1st	2nd	3rd	4th	Wouldn't Tolerate	Don't Know
Build more classrooms	53.4	23.4	13.8	5.1	2.6	1.8
More students per teacher	3.9	11.0	20.5	48.0	12.5	4.2
Double sessions	4.2	33.6	33.5	14.2	9.6	5.0
Four-Quarter system	40.0	23.7	16.4	10.8	6.2	4.5

To the last three alternatives, a number of negative opinions were offered. They are:

Alternatives	Negative Opinions
More students per teacher	"Too large now."
Double sessions	"It's a last resort; we've had enough."
Four-Quarter system	"Hard to arrange vacations."

2. The San Mateo County Manufacturers Association offered the Sequoia Citizens' Committee some statistics on the thinking of its members regarding school plant utilization (1960:91-92).

The following were the results of a questionnaire circulated among the members:

Replies from firms with less than 10% of employees living in Sequoia Union High School District were eliminated. Acceptable replies represented 7800 employees, of whom 3700 resided in the district.

Of 26 responding firms, five had union contracts which limited vacations from May to October. Ten closed down the entire plant for vacation, usually in June, July, August or September. Nine firms had staggered vacations throughout the year. Two additional firms scheduled vacations in the spring, summer, and fall.

Of the 26 firms, all favored 12-month employment of teachers. Twenty-three favored the four-quarter plan, one suggested further study, and two had no comment.

Mr. Felix, as president, said he would personally comment that since the majority of firms scheduled vacations in the summer months, he could only assume that they were overlooking the vacation problems the employees might have under the quarter plan that they recommended. He suggested that the favorable vote for the quarter plan represented a basic philosophy that any capital investment should be put to work and kept at work.

Comments

This survey implied a somewhat negative attitude toward year-round schools which was typical in the 1960 period. Also, it would appear that high school districts are more reluctant to commence year-round operation because of inherent limitations found in the various plans.

SUMMARY

The quality of research found in the surveys reviewed in this study was variable. Some of the surveys were superficial, narrow, and lacked depth, while others, such as the one by the La Mesa-Spring Valley School District, were of very high quality and included considerable research.

The following are trends which appeared to be common to many of the surveys:

Questionable Survey Procedures

1. Giving identical survey forms to widely separated grade level students
2. Having teachers "help" students complete survey forms
3. Enthusiastic administrators or parents giving a presentation and then asking questionnaires to be completed.
4. "Hawthorne effect" influencing a new program
5. Surveys based on subjective opinion rather than objective achievement results.
6. Public not informed sufficiently on possible negative factors of year-round school.

Favorable Attitudes

1. Teacher morale increased
2. Student acceptance of several short vacations
3. Parent acceptance of program, especially if year-round program is optional
4. Viewing the year-round school as better education rather than a money-saving technique.

Unfavorable Attitudes

1. Possible interference with co-curricular programs, especially at secondary level.
2. Children of same family on different schedules
3. Teacher concern for curriculum problems
4. Teacher concern for loss of continuity with change of teachers and loss

of flexibility in course offerings.

5. Elementary teachers' concern for adequate instructional material storage

6. Students in higher grades showing less enthusiasm for secondary year-round school.

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Summer School: 1972 Articulation Report Involving -

La Presa Junior High School, Monte Vista High School and Mt. Miguel High School

July 24, 1972

Dr. Stanley A. McClintic
Grossmont Union High School District
P.O. Box 1043
La Mesa, California 92041

Dear Dr. McClintic:

Joe Smidt, Virg Duea, Ed Foster, Bob Divine and I have met concerning the articulation problems between the junior high school year-round 45 - 15 program and the high school nine-month program and summer school. The transition can be made with little difficulty with the following recommendations taken into consideration:

1. Daily attendance can only be collected by one school and students may not enter high school until they have completed the eighth grade. Some conflict arises with the starting times of summer sessions one, two and three of the high school program and completion of junior high by groups two, three and four.

2. To assure an easy and faultless transition from La Presa Junior High School into Mount Miguel and Monte Vista, it was proposed that a check-out sheet be given each student who has been properly processed at the completion of his eighth grade year. A study of students who have finished their junior high program indicates that on only twelve occasions had a student failed to finish all of his required work. All students (with the exception of the twelve) who did not pass a class had made up missed work during intersession. As a result of this relatively small number, it was decided that a listing of students who were not ready for acceptance would be provided to the director of the summer session and his or her name would be deleted from the appropriate class lists. At such time as the student has cleared his obligation to the junior high, his name would be removed from this listing.

3. For this summer, the following guidelines are suggested for each group:

   Group I: Completes their eighth grade school year on June 2 and can, therefore, attend all three summer school sessions without conflict. Only nine students expressed an interest in doing this at Mount Miguel and none at Monte Vista. The other 91 wanted to attend some lesser amount of summer school or no summer school. As this information was gathered prior to June 2, the students might have changed their opinions by June 19 as they will have been out of school for a period of 17 days.

   Group II: Completes its school year on June 22. Group II students who sign up for the June 19 summer session and whose records are in good order will be released to the high school summer program four days early if they can show that they are to be enrolled in a summer class. These students would be able to finish three full semester classes during the summer. In semester one of summer school, we have enrolled 402 students. This represents a group from all feeder junior highs. IBM was not able to give us a count per feeder school.

Group III: Completes the eighth grade on July 12. Summer school session two starts on July 13 with no conflict, getting in seven weeks of summer school. Of the 100 students who were eligible for summer school placement at either Monte Vista or Mount Miguel, 29 signed into the program at Mount Miguel and eight signed into the program at Monte Vista. The 37% figure is a bit lower than the normal 50% figure in the summer program. This, however, may be offset by post session.

Group IV: Does not complete the eighth grade until August 8. Those students in Group IV who desire to attend seven weeks of summer school to begin on July 13 will attend intersession from May 11 through June 2 and will be released to the high school summer school program on July 13. (I have met with Group IV and there are five students in this category.) All Group IV students who desire to attend the last 3 1/2 week session beginning August 7, and whose records are in order, will be excused on August 7 to attend the high school summer school session. Incoming freshmen from the various areas for post session total 98. This may reflect an early summer vacation and late sign-up, or a desire to finish at least one high school class by students leaving the junior high.

4. For long-term consideration:

a. Even if there is no accommodation between the year-round and nine-month program, even Group IV students could graduate from high school in 2 1/2 years.

b. The 45 - 15 calendar and the nine-month high school calendar have no conflict with regular school, and the 45 - 15 calendar meshes closely when three 3 1/3-week summer school sessions rather than a seven-week and a 3 1/2-week program are used.

c. Specialized programs, Algebra ICB and Spanish ICB, have no conflict with Groups I and II. It will be necessary for the junior high school to identify Group III and IV students between the seventh and eighth who are eligible and who wish to take the above specialized programs. This can be done either by changing into Groups I, II, or to make up the loss of time during the eighth grade school year during intersessions on an individualized program.

d. Special contract education programs must be developed in session three of summer school to take care of the two-hour a day students who started session two and must continue for a full seven-week period. The total enrolled for session three is 406. We anticipate 50 band members signing up and 55 student leadership pupils. This total of 511 will be offset by a no-show of approximately 100. The program should allow us to carry approximately 12 teachers. This increase in session three enrollment over last year seems to indicate a bigger and better offering than in the past.

e. Special arrangements should be made with department chairmen who have prerequisite summer classes for advanced placement. A contract program must be developed for students from Groups III and IV.

It is anticipated that Mr. Smidt and I will meet with the Monte Vista Summer School Director and continue to work on the articulation program both for this summer and for long-term plans.

Sincerely,

Roy Williams

A RESEARCH REPORT OF THE 44-17 AND OTHER METHODS OF YEAR ROUND SECONDARY SCHOOL OPERATION

Submitted to the Year Round School
Articulation and Compatibility Study Committee
Established by the San Diego County Department of Education

---

by

Gloria L. Jones
and
William P. Fusselman

June 1972

68/69

The purpose of this study was to examine a 44-17 plan of year-round school operation, as presented by Dr. Dave Pascoe of La Mesa Spring Valley Elementary School District for secondary school use. The 44-17 plan was compared to other methods of year round operation. An outline of significant points is presented and pertinent exhibits are appended as needed.

The following points became evident after investigation and comparison of the 44-17 plan to other plans of year-round secondary school operation.

1. A search of the literature available indicates that operational plans for year-round schools handle vacations by use of two different approaches:

   a. In the first general approach, vacation is split into several sections of 2-3 weeks scattered throughout the year (such a plan is 45-15, 44-17, 9-3, and Independent Study/Continuous Progress. Graphic displays of these plans are appended.

   b. The second general approach to vacations in year-round school plans allows the student to take a vacation amounting to approximately 9 weeks at any time of the year he wants to or is scheduled to do so, while the school continues in operation; such plans are the quarter system, quinmester, trimester and extended summer. A student might elect to continue his studies without vacation, at the discretion of the school district, subject to restrictions equivalent to state A.D.A. (4 periods per day). He might or might not graduate early with an overload of credit, subject to district financial status and policies. (Graphic displays of these plans follow after the plans mentioned in Section A. Following this there appears a copy of the excellent San Diego

Note: See page 70 for general statement regarding appended materials.

City Schools Booklet entitled Year-Round School Plans. Those individuals requiring a closer look at any of the specific plans are urged to study the booklet and displays presented by City Schools.)

2. The study wishes to commend those portions of the Pascoe 44-17 plan that encourages students to take a minimum five subjects financed by state A.D.A. while attending school all possible terms of the year -- this could result in the savings of considerable local tax dollars. (Appended at this point is a four-page letter by Dr. Stanley McClintic concerning the year-round school conference, March 1971. The graphic display that follows is a description of the Grossmont Union High School District's Extended Summer Year-Round Plan and includes a breakdown of the number of hours of instruction per day, per student, with a financial profile. Following that an explanation of State Aid for Summer Sessions as prepared by Edgar W. Parsons, Field Representative, Bureau of Administrative Services, and approved by Jacque T. Ross, Chief, Bureau of Apportionments and Reports. Next, there is appended a breakdown of a 44-17 Year-Round High School District operational housing plan limiting students to 5 credit subjects per day. A survey of air-conditioning costs for the Grossmont District follows.)

3. The 44-17 plan does not appear to solve the specialized program needs of a high school operation. The following questions present themselves:

   a. Can a high school district afford the increased expense of added scheduling, administration, counseling, computer and secretarial time to schedule four 44-day quarters and

Note: See page 70 for general statement regarding appended materials.

four 17-day intersessions per year? This presents a total of eight scheduling points for the 44-17, and the 45-15, vs. five scheduling points for the quinmester, with four scheduling points for the four quarter plan, and three scheduling points for the trimester plan. (A graphic display is appended illustrating the approximate location of scheduling points in each of the above-mentioned plans. Appended also at this point are excerpts from the Sequoia Report including financial data, also information from the Grossmont District Plant Utilization Report, Vol. I, 1972, Page 99. Would it be impractical or too expensive for a large high school or an entire district to finance large numbers of scheduling points per year?

b. Is there sufficient educational value to justify 4 short vacations or intersessions for a high school student?

c. Are a high school student's needs best suited by four quarters of compulsory attendance and 4 short vacations or intersessions?

d. Are a high school student's needs best filled by four quarters of attendance and a vacation of approximately 9 weeks, at a time he or his parents may elect?

e. Are some high school students' needs best suited by allowing them to attend 4 or 5 period sessions every school day of the year (at a savings of local tax dollars) while the remainder of the day is filled by gainful employment or other exploratory career or vocational investigation? (See Plant Utilization Report, Vol. I, 1972, Page 202. It is also recommended that the reader reexamine the graphic display attached to Dr. McClintic's Year-Round School Conference Report.)

Note: See page 70 for general statement regarding appended materials.

f. James Hatcher and Charles Munger in their Review of Selected Year-Round School Survey, July, 1972, Page 42, Item 6, found that students in higher grades showed less enthusiasm for year round school.

4. A year-round program of several school terms and a vacation term appears to be the best suited to the specialized needs of high school students and economy of plant operation. (A system of several school terms and one of vacation term per year includes the quinmester, four quarter, and trimester plans of operation.)

a. At the discretion of the school district, a student might elect to continue his studies without vacation, subject to restrictions equivalent to state A.D.A. (4 periods per day). He might graduate early or late with an enriched curricular record, subject to district financial status and policy.

b. In the quinmester structure, 4/5 of the total school population would be in school at any one time, providing extra room for additional students or those interested in early graduation, enrichment, or remedial work.

c. Principal Donald W. Giddings, of Patrick Henry High School, San Diego City Schools, in his letter on year-round schools of April 4, 1972, Page 2, Paragraph 3, states:

> "Keeping in mind the most often voiced objections to most year-round programs (arbitrary assignment of vacation time, "vacations" too short for profitable work), the following quinmester five-nine-week-session operation is proposed for Patrick Henry High School."

(The complete letter is appended for perusal. Patrick Henry

Note: See page 70 for general statement regarding appended materials.

High School is scheduled to begin their year-round quinmester session next year. Attached also is a graphic display outline showing full years of attendance from 1973 until September 1978.)

5. It should be noted that there is a national trend toward shortened daily time on campus freeing students for sports, work or other vocational or career experiences. There is also a national trend towards a 4-day work week. How will education cope with this trend? (See Grossmont Plant Utilization Report, Pages 144-147.)

6. A new expression of interest is occurring in career education at the national level. Increased federal expenditures in this area are "on the horizon." The federal government has established career exploration clusters, etc. These materials are being used in pilot studies.

7. Adult career retraining is becoming an accepted function of high schools. The number of times the average adult changes his occupation is debated somewhat, but the President's report on national economy states that the average adult changes his occupation five times in a lifetime.

8. Another national trend is noted toward extended day school plant operation handling greater number of students and community efforts with the same school plant open 12 months a year. (Information on this subject is available in the Grossmont Plant Utilization Report, Pages 144 - 147, Pages 111, 139, and 142.)

9. At present, and in the immediate future, the mandates of the Stull Bill require that certain curricular and accountability functions be performed. Any move to adopt a year-round plan of operation should be undertaken simultaneously with the Stull Bill work! This would avoid expensive duplication of work in curriculum

preparation and revision. An example of this is the expense of individual learning packages as developed at Patrick Henry High School.

10. Principal, Don Giddings of Patrick Henry High School, is planning to place his school on the quinmester plan by 1973. The elementary feeder schools for Patrick Henry are on the 45-15 plan, and Mr. Giddings decided the 45-15 plan was not suitable to the needs of his high school. An administrator from Patrick Henry was interviewed in detail. See end of this report for summary of this interview.

11. The question of athletic participation should not pose difficulties for a student participating in other than a standard session; he would be allowed to play when he might not be actively enrolled in classes. (A copy of Don Giddens' letter to the state on C.I.F. action is appended.)

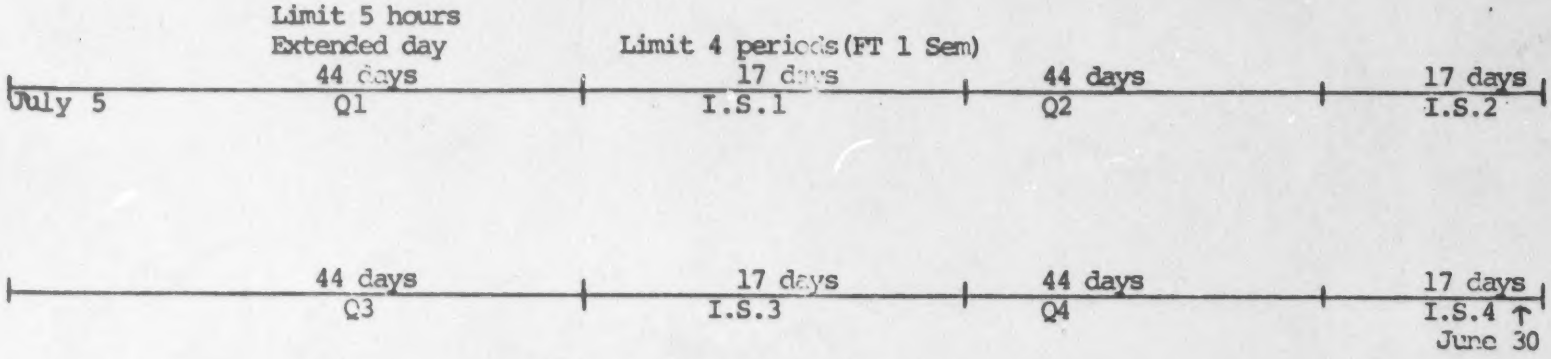
Respectfully submitted,

Gloria L. Jones William P. Fusselman

Note: All materials listed as being appended to this report are on file, and may be inspected in the Office of the Associate Superintendent, Grossmont Union High School District Office Building.

LA MESA-SPRING VALLEY SCHOOL DISTRICT

YEAR-ROUND SCHOOL (HIGH SCHOOL STYLE)



-17-

92

44(1/4) ÷4 176 + 17(I.S.) x4 68 = 244

365 yr
-244
121 days off
-104 Sat.-Sun.
17 Holidays

1. Improve language program.
2. Provide "catch up" time.
3. What about shorthand?
4. Elementary could go on this plan and not stagger.
   Better educational offering - no saving of space.
5. Night school would educate more pupils.
6. Less summer learning loss.
7. Excellent possibilities for Christmas week.
8. What about summer work?
9. Improved extra-curricular activities - band, hand corps, football, etc.

20% take 6th period
60% take 34 S.S. days

2000 x 20% = 400 loss
2000 x 60% = 1200 gain
-600 regular summer school
600 difference
-400
200 net gain

Dr. David D. Pascoe
5/31/72
ph

(OVER)

SAN DIEGO CITY SCHOOLS

PATRICK HENRY HIGH SCHOOL
6702 Wandermere Dr, San Diego, Ca 92120
265-7700

August 14, 1972

MEMO TO: Linden Courter

FROM: Cathy Hopper

SUBJECT: OPENING OF ROMEOVILLE HIGH SCHOOL ON 45-15 PLAN

I. Community

The community surrounding Romeoville consists of approximately ten thousand registered voters. All school bond elections and tax overrides for the preceding two years have passed. Last spring only fourteen hundred citizens voted in the bond election. They continue to have all financial matters presented in a very low-key manner. In talking to teachers I found the tax rate equivalent, if not higher than ours. One comment was, "We are all used to high property tax."

Blue collar workers and middle management families comprise the school's population. The lack of voter turnout is indicative of apathy toward the school or else confidence in what it has been doing. The local administration prefers to believe the latter. Only thirty percent of the 2500 high school students go to college and the majority of these attend Junior Colleges. The main goal of the students is to "get out of high school." Period and day truancy is high with twelve to thirteen percent average for a day in the old system. The Romeoville plant was built for 1000 students and even though extensive remodeling is taking place, the lack of physical space and the implementation of the 45-15 plan in K-8 has made the new high school program necessary.

Only two Negroes and approximately 150 Spanish students attend Romeoville and no apparent racial or ethnic problem exists. In attending the first meeting of the newly elected K-12 school board I was impressed with an attendance of approximately seventy-five, and the open and friendly manner in which the meeting was conducted. The Board President in talking to me following the meeting, expressed great confidence in the Superint endent, a former principal of Romeoville, as well as the high school site administration.

It is obvious that this type of community will accept educational innovation which may "save money", avoid double sessions, and still keep their children happy. Not one district in San Diego compares with the industrial area of Romeoville. Madison High School would more closely resemble the economic background.

Opening of Romeoville High School

Only four years ago this district was part of the Lockport School District, and real financial and morale problems developed. From information gathered the Lockport area was in a financial crisis while the real tax relief came from Romeoville. Teachers lost jobs because of budget problems, lay-offs, etc., and one teacher reported, "When the school board president spoke to teachers at the opening of school three years ago, he was 'booed' from the stage." As a result of problems, the district split, and everyone--community and staff--seems to feel that for Valley View and Romeoville, things are great!

II. Teacher Organizations

Until 1971-72 the district had two powerful teacher organizations, the Illinois Teacher Association and the American Federation of Teachers. Today all but two of Romeoville's teachers belong to AFT, and they represented the high school in negotiations with the board. At the elementary level the ITA is still representative. The strong union achievements are evident in the attached "Contractual Agreement." Teaching salaries as well as administrative ones far exceed San Diego, and yet the staffing ration of teachers, counselors, and administrators is also superior. Department chairmen play major roles in hiring and planning and receive extra pay for such assignments. The principal feels they played a major role in the successful planning (to date) of the 45-15 program. Note carefully that 180 days comprise the teaching year. Additional teaching assignments, e.g., 240 days, are prorated on the per diem basis of the teacher's regularly earned salary. Both the principal, the AFT president, and also the teachers stated they would not have considered the 45-15 plan on any other basis. Mr. McCowan feels New Hampshire failed to open because of failure to adequately adjust teacher salaries. One teacher stated that few if any teachers would contend with the numerous extra preparations and involved record keeping of this progra without the new salary potential.

III. Planning

As stated above the high school was pressured to implement 45-15 due to the elementary program as well as a physical problem. Two years of careful planning went into the program. Both assistant principals will be new this year; one, Dan Zerebney, had been the schedule builder at the junior high school on the 45-15 plan.

On the attachments you will find the list of curriculum offerings. The school greatly expanded courses offered, and all but two were offered the first session. Ninety-five percent are offered on all four tracts--A, B, C, and D. (Here, students are tracted geographically and notified by a district attendance center.) Any exception is considered and usually granted (this year) by the principal.

Morale at department meetings was exceptionally high despite handicap of construction, delayed arrival of texts, and numerous substitute teachers. The high morale was attributed to "big raise," new salary schedule for year-round salaries and the new school board. All curriculum planning done by teachers is paid for; club sponsorship is paid; supervision is paid. Money is the big motivational factor! No one here pretends to prove that the year-round program saves money: but the teachers emphasize the utilization of facilities year round. The questions which must be answered at the end of a year, two or three will be:

1. Comparison cost
2. Educational gains or losses on standardized tests
3. Student response to the program as measured by:
   a) Surveys
   b) Attendance
   c) Grades
4. Teacher evaluations as measured by:
   a) Turnover
   b) Absence
   c) Surveys

One of the most notable aspects of planning here is that every support office directed all energies toward the 45-15 change. If only one or two secondary schools in a district moved toward the 45-15 plan, few support offices could change directions in order to serve an additional few in a new way. The schools would be fighting the "old" system for survival of a new one which runs differently from the rest of the district.

Teacher Contracts

Teachers were permitted to choose contracts of any length from 180 days to 240 days. According to some sources this complicated the already complex scheduling. In addition, they were able to indicate their vacation periods and these became individual contract items. An occurrence might be a teacher beginning a quarter course, teaching three weeks, going on a vacation for three weeks with a substitute covering the class and the original teacher returning for the last three weeks of the class. Some teachers expressed concern for the lack of continuity and personal rapport that might be lost in the frequent shuffle of teachers and students.

Data Processing

The Data Processing Service for the Valley View Schools is provided by a private corporation, "Christian Brothers Education Data Systems." Mr. Zerebney arranged a conference for me with George Paulson, the director of the service. The total cost for all planning, forms, scheduling, report cards, etc., for a year for the 45-15 plan is $3.50 per student. Christian Brothers specializes in meeting individual school plans and designs a program for the Honeywell 500 Computer to meet any and all needs. A school the size of Patrick Henry could be handled for approximately $13,000. Data as to our present cost of programming should be compared. Mr. Paulson felt less than adequate service could be provided if a district service had to give priorities to P.P.B.S., payroll, personnel, and other services as well as student records and programming. The record keeping and continued updating service provided by Christian Brothers left me green with envy. Mr. Paulson had many answers to some of the seemingly insurmountable problems San Diego Unified School District encountered in the past.

Opening Week

Observing the opening of this school was similar in many ways to the opening of Patrick Henry in 1968-69.

1. The building was being remodeled.
2. Classes were held in every conceivable space.
3. Teachers and students were lost.
4. Books had not arrived.
5. Counselors were swamped with incomplete schedules.
6. Students wanted schedule changes.
7. There was inadequate time and space for a well-planned student orientation.

Despite all these problems the attitude and response of the staff and students was highly commendable. All but students new to the district come from junior highs on the 45-15 plan, and only the complexity of high school scheduling and the building were different.

Implications for San Diego Unified School District

Until two to three years of careful evaluation of learning in the 45-15 plan at the secondary level has taken place, there is no valid data to indicate it is equal to or better than other less complex and costly year-round methods. It must be pointed out that the self-contained classroom at the elementary level differs radically from the resulting curriculum and scheduling complexities at the high school level. Would it not be more logical to have the community and students in the San Diego Unified School District determine their educational objectives in priority sequence for junior highs and high schools and then determine which year-round plan more nearly meets these objectives within economic limitations? The musical program here is facing a serious scheduling problem and the band director sees no solution for his performing bands without learning opportunity sacrifices by his students. Our communities would never accept some of the priorities established here. The Athletic Director feels students will sacrifice vacations and continue to play and practice. Would high socio-economic families cooperate in this manner? Romeoville is providing daily shuttle buses to bring vacationing students back for practicing, clubs, etc. Can our district afford this additional cost? Without it their program would fall flat!

Romeoville is the only high school in this district. The district is directing every economic resource to the success of this program. With approximately 10,000 students the district is proposing an annual budget for 1972-73 of twelve to thirteen million dollars. Can San Diego afford the tremendous changing and gearing-up necessary to implement a totally new curriculum, to increase salaries, to remodel and air-condition buildings, to double or triple data-processing costs, and to effectively motivate community support for the 45-15?

I have now seen the proof that a large high school can plan and implement a 45-15 plan. At this point no value judgments can or should be made as to the future or to its success in regards to the learning process. No valid figures exist as to cost; although some costs evident now are indicative of "additional budget items."

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